**The Core and MORE Instruction Checklist**

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| **The CCSS Standards:3.NBT.2**  **The Envision Lesson: Topic 4-1 Subtraction: Models fot subtracting 2 digit numbers** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Show examples and non examples  Define sum/difference | Difference  Regrouping |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| *Envisions – 4-1 Develop the concept - Engage activity page 86B*  Regrouping, visualize, draw or model | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context?   Review meaning of vocabulary. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  *Use place value blocks Topic 4, p 86B , Interactive Learning*  *Continue to build other numbers in guided practice p. 86 & 87* | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Draw or model the problem in math journal from Topic 4-1 p.86B | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  *Abstract taught in 4-2 but top students could go on to*  Topic 4-1 p. 86B - Extend  Write a word problem to match the numbers in the situation 32-15 | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT (** 5-10 MINUTES) | |
| Quick Check 4-1 - /writing to explain exercise #4 | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction.  Investigations Unit 1-5  Teach game Capture 5 page 60-62 | |
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| **HOMEWORK** | |
| Reteaching Master 4-1 | |